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Transacting the Commerce Curriculum: Continuities, Innovations, and Pedagogical Practices in Contemporary Classrooms

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A B S T R A C T
In a globalized technological world, commerce education is transforming rapidly. Contemporary curricula focus on industry relevance, critical thinking, and experiential learning. However, there continues to be a gap between the curriculum design and its implementation in the classrooms. Although reforms propose the use of learner-centred pedagogies, the classroom teaching tends to follow traditional teaching strategies. The research uses a qualitative, conceptual-illustrative design, based on existing published pedagogical literature and institutional practice in top business schools and universities worldwide. It traces key pedagogical trends using thematic analysis of secondary sources, such as institutional websites and scholarly studies. The study recognizes long-lasting continuities, including lecture-based teaching and learning that is based on examination, and emerging innovations, including case-based learning, experiential projects, simulations, and technology-based pedagogy. The findings of the study show that the nature of commerce classrooms is not the substitution of the old practices but their co-existence and hybridization with new practices. Innovation restructures continuity with layered pedagogical designs that combine multiple teaching methods. Against this backdrop, curriculum transaction emerges as the crucial tool where pedagogical change is negotiated and enacted, influenced by student readiness, teacher agency, and institutional constraints.. The study also highlights that there must be a concerted effort to align across curriculum, pedagogy, and assessment to improve educational effectiveness and outcomes. It offers useful insights for educationists and institutions who/which would like to enhance the quality of commerce education in the rapidly changing global setting.

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INTRODUCTION

Higher education, including commerce education, is situated in a rapidly evolving global landscape characterized by technological advancement and the transformation of economies. Digitalization, data-driven decision-making and global interconnectedness are becoming more and more defining of contemporary business systems, and graduates must have not only a command of domains but also higher-order cognitive and interpersonal competencies (Barnett, 2000; World Economic Forum, 2020). To this, the study of commerce has been radically restructured in many institutions worldwide, with experiential learning, interdisciplinary approaches, and skills-based components being introduced to meet industry demands (Datar et al., 2011; Kolb & Kolb, 2017). However, even with these developments, there is still a significant gap between curriculum design and its implementation in classroom practice. Commerce education, therefore, operates in a more complex global context that needs to balance between policy aspirations and pedagogic realities (Deng, 2025).

1. The Context: Commerce Education in a Technology-Driven Economy

The revolution of global commerce and the emergence of digital economies have increased the pressure on higher education institutions (HEIs), including colleges and universities, to modernize commerce education. HEIs are more and more interested in aligning their programs with the competencies required by the contemporary work environment, such as critical thinking, adaptability, and collaborative problem-solving (Deng, 2025). Simultaneously, curriculum reforms focus on learner-centred pedagogies and practical applicability. But in classrooms, the traditional pedagogical models, which are lecture-based, textbook-grounded and have a focus on examination-oriented assessment, still dominate the practice (Ahmad, 2025). This continuity underscores a structural tension in the field of commerce. Although curriculum frameworks embrace innovation, the reality of teaching often emphasizes efficiency, coverage and standardization. Consequently, the desired change to more dynamic and practice-based learning spaces is achieved only partially.

2. The Problem: Curriculum Reforms vs. Classroom Realities

There is a fundamental disconnect between the curriculum as designed and the curriculum as transacted in the commerce classrooms. Embodied in policy documents, institutional structures and accreditation criteria tend to describe the ambitious learning outcomes that revolve around critical thinking, professional competence and experiential engagement (Deng, 2025). The realities in the classroom, however, show that there is still a dependence on didactic forms of teaching, and there is little uptake of active and practice-based pedagogies (Prince, 2009). Furthermore, many structural and contextual limitations can be identified as factors behind this gap. Large classes, inflexible assessment procedures, lack of time, and lack of faculty development often hamper the implementation of new teaching strategies (Biggs, 2003; Trigwell & Prosser, 2015). Teacher-centred practices may also be reinforced by institutional norms and expectations of students, even in the contexts where reform initiatives are officially encouraged (Onen & Ayiorwoth, 2025). As a result, the success of

curriculum reforms is still dependent on how they are implemented in specific classroom settings.

3. Curriculum Transaction as an Analytical Lens

This study embraces curriculum transaction as its key analytical tool to better comprehend this gap. "Curriculum transaction" refers to the dynamic process by which prescribed content (i.e., course inputs) is interpreted, negotiated, and transformed into lived-in classroom experiences (Goodlad, 1979; Akker, 2004; Gürhan, 2026). It also shifts the emphasis from curriculum as a fixed text to a curriculum as an interactive and contextual practice. The analysis goes beyond prescriptive models of education by foregrounding curriculum transaction to study the reality of teaching and learning. This method provides a more concrete and detailed insight into the pedagogical practices in commerce education.

4. Research Questions and Objectives

It is against the above that this research aims to address and answer the following research questions:

(a) What actually happens in contemporary classrooms around the world in relation to the commerce curriculum? What are the pedagogical practices of regular instruction?
(b) What are the important pedagogical continuities that remain notwithstanding ongoing curriculum reform efforts? What are the reasons behind the persistence of traditional teaching?
(c) Which innovations are emerging in the field of commerce education in various institutional settings? How are learning experiences being redesigned?
(d) What are the interactions of continuity and innovation in classroom practice? Are new methods substituting old methods, or coexisting in hybrid forms?

This research answers these questions by building an integrative knowledge on the pedagogical practice with a specific focus on the co-existence and interaction of continuity and change. The paper posits that to bring about any meaningful reform in commerce education, not only are significant reforms in the curriculum necessary, but also a critical review of the implementation of the curriculum in the classroom is necessary. Curriculum transaction thus requires a better comprehension to match the changing needs of the global business environment.

LITERATURE REVIEW

Conceptual Foundations: Curriculum Transaction and Pedagogy in Commerce Education

This part provides a conceptual foundation for the analysis of pedagogical practices in commerce education. It combines insights of curriculum studies and pedagogy to describe the process of curriculum implementation in classrooms. The discourse dwells on curriculum transaction, the practice-based nature of commerce, pedagogical paradigms, and an analytical paradigm of continuity and innovation (Figure 1).

1. The Meaning of Curriculum Transaction

Curriculum transaction is the key to the study of the ways in which educational intentions can be translated into classroom realities. This sub-section describes the shift from curriculum as prescription to curriculum as enacted practice. Curriculum transaction brings the analytical emphasis from curriculum as a formal, prescriptive document to the curriculum as an enacted and lived educational practice. The traditional discussion of curriculum has been focused on the outcomes of intended learning, syllabi, and content structures. But it is the way these factors are understood and applied in the classroom that ultimately determines what students learn (Goodlad, 1979; Snyder et al, 1992). Curriculum in this sense is not simply delivered but an active process of interactions among faculty members, students and contextual conditions. Curricula exist at multiple levels - as a formal policy document, as interpreted by faculty members, and as perceived by students as they interact in the classroom. Curriculum transaction mediates between these levels by exploring how the recommended content is implemented in teaching and learning. This is in contrast to linear models of curriculum implementation, which acknowledge teachers as curriculum makers, who adapt materials and respond to student needs in real time (Poulton, 2025). The interactive and context-sensitive nature of the teaching-learning process is prefigured by curriculum transaction. It involves pedagogical options, learner engagement and institutional factors that influence learning (Akker, 2004). At the centre of this point of view is the teacher agency, in which faculty members interpret and mediate the curriculum in context. Furthermore, learner engagement is a sign of active participation in the knowledge construction process via discussion and application. In this perspective, curriculum transaction emerges as the operational core of education, translating intended curriculum into lived experience. It brings out the policy and practice gap, and provides a critical perspective to analyze the effectiveness of pedagogy in commerce education. Curriculum transaction is a dynamic and negotiated process that manifests in classroom teaching through reciprocal relationships among faculty members, learners and institutional contexts (Li, 2024).

2. Nature of Commerce Education as a Practice-Oriented Discipline

Commerce education is practice-oriented in nature and needs to integrate theoretical knowledge with practice/application. This part describes the reasons why pedagogy should be in tandem with real-world business situations. As a discipline, commerce education is a skill-based, applied, and decision-based discipline. It prepares and equips students with business, finance, management, and entrepreneurial roles, where they need to be adept at analytical reasoning, communication, and ethical judgment (Datar et al., 2011). In contrast with the purely theoretical disciplines, commerce education cannot be limited to mere theoretical knowledge, but it must also involve the practical experience in complex and uncertain situations. The pragmatic character of commerce education demands learning programs that replicate the real business environment. These comprise case analysis, market simulation, financial exercises and project-based engagements that reflect organizational challenges (Kolb & Kolb, 2017).

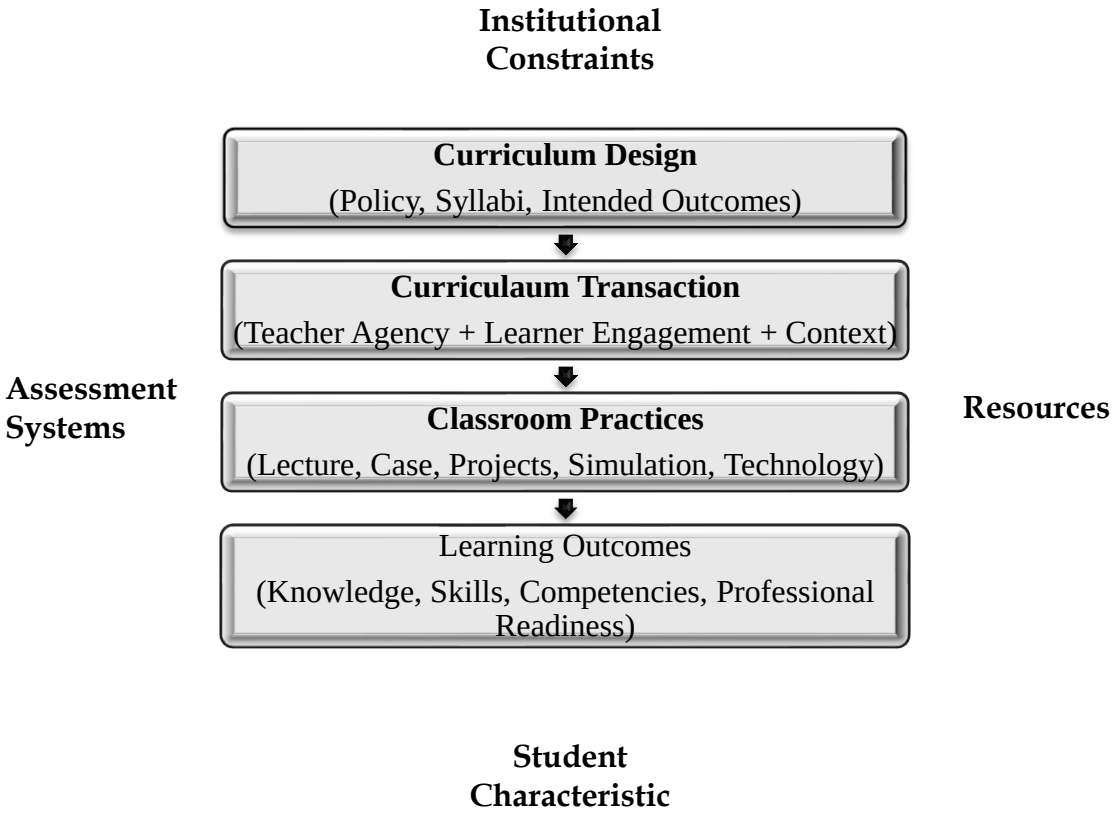

Figure 1: Curriculum Transaction as the Mediating Process between Curriculum Design and Learning Outcomes

Such methods allow students to integrate theory and practice and develop experiential understanding. There are additional related fields like accounting, finance, marketing, operations, entrepreneurship, etc., in commerce education that involve integrative thinking across disciplines (Kraaijenbrink, 2025). Authentic learning thus requires participation in real-world problems, decision-making under uncertainty, and reflection on outcomes. This reinforces the importance of experiential learning and learning by doing as two key pedagogical principles (Kayes, 2002; Cano, 2026). With these features, curriculum transaction is critical to the effectiveness of the commerce education. Classroom practices should provide opportunities for application, reflection and problem-solving, instead of only knowledge.

3. **Pedagogical Paradigms in Commerce Education**

This part presents major strategies along with their implications for teaching and learning processes. Commerce education is based on a continuum from teacher-centred and learner-centred paradigms. The teacher-centred pedagogy focuses on lectures, orderly presentation, and knowledge transmission. It puts the faculty members as the main source of knowledge and the students as the receivers (Bligh, 2000; Dey, 2026). Although it is effective in covering content, it can restrict interaction and critical provocation. Constructivist theories form the basis of learner-centred pedagogy, which focuses on active learning and the building of knowledge through experience and interaction (Biggs, 2003; Saldivar, 2025). Students discuss, solve problems, and

learn in groups, and in the process, faculty members serve as facilitators. One of the dimensions of learner-centred pedagogy is experiential learning. It uses Kolb's framework to incorporate experience, thought, conceptualization, and experimentation in cyclical processes (Kolb & Kolb, 2017; Lantu et al., 2022). This is used in commerce education through simulations, internships and project-based learning, which encourage application. Constructivist methods also focus more on inquiry, teamwork and problem-solving so that students can build solutions to actual business problems (Diyal, 2024). Also, interdisciplinary pedagogy is becoming more and more popular in commerce education, integrating insights from economics, psychology, sociology, and technology (Arbaugh et al., 2009). This is an indication of the complexity of contemporary business environments. The combination of these paradigms shows a variety of pedagogical strategies and the need for flexible curriculum transaction practices that can meet the learning objectives.

4. Analytical Framework: Continuity and Innovation in Pedagogy

This paper uses a continuity and innovation-based framework to analyze pedagogical practices systematically. This model embodies the coexistence and interaction of traditional and emerging approaches. At one end, we have traditional pedagogies that are lecture-oriented, textbook-based delivery and assessment based on examination. These strategies focus on efficiency and standardization but have little application and engagement. In between are transitional or hybrid pedagogies, which are a mixture of old and innovative components. These could be lectures with case discussions, digital tools, and group discussions and activities. These methods are realistic changes in the current institutional frameworks. Innovative pedagogies such as experiential learning, simulations, project-based learning, and technology-enabled instruction are found at the transformative end (Prince, 2009; Kolb & Kolb, 2017). These highlight active participation, practical application, and student independence. It is a Traditional-Transitional-Transformative continuum that offers a fine perspective on curriculum transaction. It acknowledges that innovation does not eliminate continuity but tends to build on it. The pedagogical practices are contextually specific and contingent on methods appropriate to any specific objectives and constraints (Figure 2).

METHODOLOGY

In this section, the research design, data sources, analytical procedures, and study limitations are described. It outlines how the methodological decisions are consistent with the objectives of examining the curriculum transaction and pedagogical practices in commerce education in global contexts.

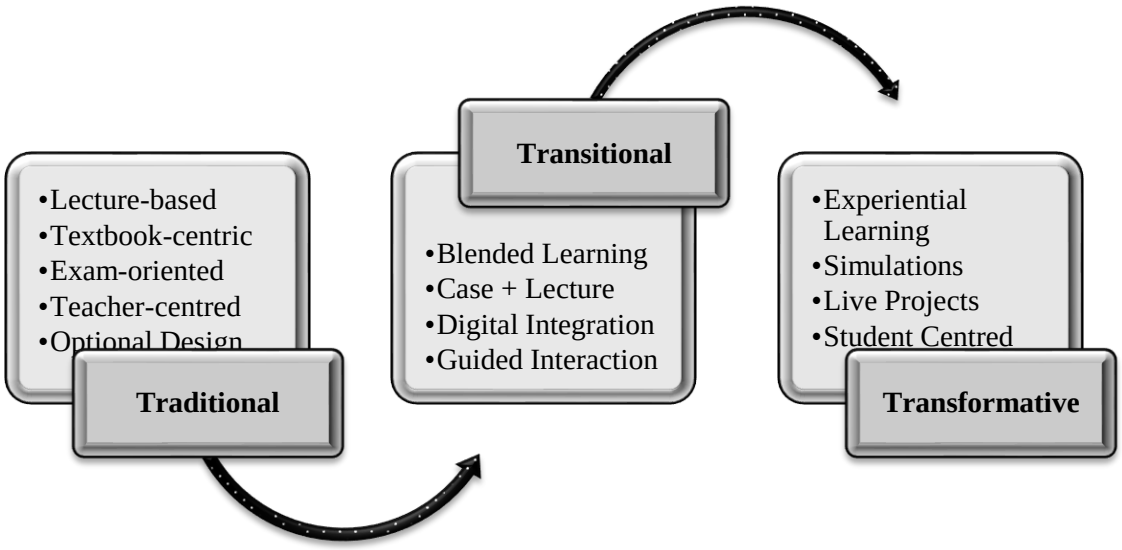

Figure 2: Continuum of Pedagogical Practices: From Traditional to Transformative Models

1. Research Design and Rationale

This research uses a qualitative, conceptual-illustrative research design to explore pedagogical practices in commerce education through the lens of curriculum transaction. Due to the exploratory nature of research questions, which include the analysis of the way curriculum is carried out, whether the pedagogical continuities are preserved, and whether the innovations emerge or not, the study is not aimed at quantifying the relationships and determining the learning outcomes. Rather, it seeks to create an interpretive and integrative understanding of existing practices in diverse institutional environments. The methodology involves the integration of thematic analysis of published literature on pedagogical practices and the analysis of institutional practices as documented via websites and case-based descriptions. This methodology is aligned with previous research in the area of higher education and management learning, where conceptual synthesis and exemplifying evidence are applied to discuss changing trends in pedagogical methods (MacInnis, 2012; Jaakkola, 2020).

2. Data Sources

The discussion in this study is based on multiple types of secondary data, which ensure conceptualism and empirical demonstration.

(a) Institutional Websites of Global Business Schools and Universities: The websites of leading HEIs in Asia, Australia, Europe, and North America serve as one of the primary sources of information on pedagogical practices. These websites contain specific information about teaching practices, curriculum, learning technology and innovative initiatives like case-based learning, simulations, project-based learning, and online learning environments. These are especially useful sources for capturing contemporary and practice-driven innovations, as academic institutions tend to present their pedagogical practices as part of their academic positioning.

(b) Published Pedagogical Studies and Case Materials: This paper also relies on peer-reviewed journal articles and published case descriptions from leading outlets in higher education and management education, such as the Academy of Management Learning & Education, Journal of Management Education, Studies in Higher Education, Teaching in Higher Education, etc. Such sources offer theoretical support and empirical insights into teaching-learning processes, which allows the study to contextualize institutional practices in the context of wider academic discourse (Arbaugh et al., 2009; Kolb & Kolb, 2017).

(c) Analytical Focus: Across these sources (i.e., the sources some of which are mentioned above), the study examines, (i) Pedagogical approaches (e.g., lectures, case-based learning, simulations, projects, technology-enabled learning, etc.), (ii) Learning outcomes (knowledge, skills, competencies, professional dispositions, etc.), (iii) Integration of theory and practice, (iv) Use of digital tools and platforms, and (v) Practices of assessment and evaluation.

3. Analytical Approach

A thematic analysis framework is employed in the study to identify, organize and interpret the common recurring patterns in pedagogical practices (Braun & Victoria, 2008). The process of analysis is divided into a few steps, as summarized below. This multi-stage method enables a cross-contextual synthesis of trends in pedagogy to point out similarities and contextual differences in curriculum transaction.

(a) Data Familiarization: Scholarly literature and the institutional material are systematically reviewed to identify key pedagogical strategies in commerce education.

(b) Coding and Theme Identification: Pedagogical practices are coded into the following categories: lecture-based instruction, case methods, experiential learning, simulations, and technology-enabled pedagogy. The initial codes concentrate on the methods of teaching, learning, integration of technology and modes of assessment.

(c) Thematic Categorization: The codes are then arranged into broader themes that depict the following - continuities in pedagogical practices, emerging innovations, hybrid or transitional models, facilitating conditions and implementation constraints, and regional and situational differences. These themes are then overlaid/mapped onto the conceptual framework of study of traditional, transitional and transformative pedagogies that allow a systematic comparison across the contexts.

(d) Illustrative Case Examples: To base the analysis on practice, the analysis uses examples of HEIs across various regions such as Asia, Australia, North America, Europe, and the Global South. These examples demonstrate the way general pedagogical principles are put into practice in a particular institutional context.

4. Limitations and Scope

Although the methodological approach is suitable for the objectives of the study, some limitations should be acknowledged:

(a) There is a bias created by the use of secondary sources - published literature and institutional websites can over-represent more visible or esteemed innovations, whereas less-reported practices are under-represented.
(b) Direct classroom observation or student-level data are not available, which restricts the testing of implementation fidelity or learning outcomes.
(c) The research is limited by geography and language, as it mostly targets English-language resources and institutional contexts of business schools. This can provide no pertinent innovations in non-English or other educational environments.
(d) The analysis is a temporal snapshot of the pedagogical practices in 2025-2026 and lacks longitudinal changes.

Irrespective of such limitations, the research offers an extensive conceptual mapping of the learning in the field of commerce education.

RESULTS AND DISCUSSION

Pedagogical Continuities in Commerce Classrooms

This part looks at how pedagogical approaches in commerce education remain traditional.

1. Lecture Method and Content Transmission

The lecture method is the most prevailing mode of pedagogy in commerce education globally. Particularly, common is in large undergraduate (UG) courses, where the number of students can be over 100 per section. Lectures are presentation-based by a teacher-presenter who uses slides or other multimedia material, followed by limited interaction or summative evaluation. The continuation of lectures can be attributed to a variety of reinforcing factors:

(a) Lectures are efficient, covering the entire syllabus within a short period of time (Bligh, 2000; Biggs, 2003).
(b) The assessment alignment supports lecture-based teaching, because in most instances, the examinations test content recall and structured knowledge.
(c) The tendency of faculty members to be used to traditional approaches and the feeling of confidence promote the use of lectures, especially when the teacher training is minimal (Gobingca, 2025). This practice is further supported by institutional constraints, such as the absence of infrastructure and support for alternative methods.

Nonetheless, pedagogy that is lecture-based has been largely criticized as fostering passive learning conditions. Learners tend to adopt a passive position, having few chances to question, discuss, or practice (Freeman et al., 2014). Empirical studies indicate that active learning strategies are more apt in facilitating comprehension and memorization, but the shift from lectures remains uneven (Prince, 2009). Therefore, lectures persist because of a conflict between pedagogical efficiency and educational effectiveness.

2. Textbook-Centric and Examination-Oriented Teaching

The other significant continuity is the dominance of textbook-based and examination-oriented teaching. Teaching is frequently structured around prescribed/recommended textbooks, and the curriculum sequence is based on textbook chapters. This alignment is strengthened by assessment systems,

especially by high-stakes examinations, which focus on memorizing and procedural accuracy. This trend can be attributed to many reasons. Standardization of curriculum in many cases demands conformity with prescribed materials, particularly in courses associated with professional qualifications. Assessment pressures also prompt faculty members to teach the content that can be assessed, and textbooks offer organized and easy-to-use teaching and learning materials. Textbooks are a reliable source of instructional material in resource-scarce situations among students. This system supports a memorization-based learning culture, in which the measure of success is the ability to reproduce content, and not apply knowledge. This leads to a curriculum transaction that is geared towards "teaching to the test," which reduces the ability to think critically and engage in exploratory learning (Biggs, 2003). This causes a lack of alignment between academic learning and the reality of business practice in commerce education (Datar et al., 2011).

3. **Teacher Authority and Knowledge Hierarchies**

Another manifestation of pedagogical continuity includes the continuity of teacher-centred authority structures. The teaching environment in most commerce classrooms is set up such that faculty members are the main sources of knowledge and that students are meant to acquire and reproduce information. This top-down model has traditional epistemological assumptions and institutional power structures. This trend is perpetuated by many factors. Professional authority places faculty members in a role of experts in transmitting knowledge. This role is supported by institutional norms and structures in the design of the classroom, evaluation systems, and promotion criteria. Respect for authority in most cultural contexts prevents questioning and debate, which curtails dialogic learning opportunities. These hierarchies affect the teaching practices and the student behavior. Students can be reluctant to be critical or challenge ideas, leading to minimal interactions (Trigwell & Prosser, 2015).

4. **Limited Use of Practice-Based Pedagogy**

Although the nature of commerce education is applied, practice-based pedagogies are still not commonly practiced in most institutions. Case studies, simulation, internship, and project-based learning are commonly known but unevenly implemented. This leads to a continued theory-practice gap, with students learning concepts without having enough application time. This kind of gap reduces the relevance of commerce education and constrains the growth of professional skills (Kolb & Kolb, 2017). Of course, there are many constraints that contribute to this limitation. Interactive techniques are hard to carry out in large classes. Standardized testing systems limit the application of performance-based testing. Faculty preparedness is often limited, as faculty members may lack adequate training in designing and facilitating experiential learning. The implementation is further limited by resource constraints such as limited linkages with industry and technological infrastructure (Gobingca, 2025). Also, structural problems like fragmented curricula and a lack of interdisciplinary integration complicate the design of authentic business problems.

5. The Persistence Paradox

The critique of the analysis discloses a striking paradox in commerce education. Although it is a well-established fact that experiential, learner-centred and practice-based pedagogy are necessary, the conventional pedagogical methods remain dominant in the classrooms. Such continuity cannot be attributed to individual faculty preferences. Instead, it is a complicated combination of institutional limitations, evaluation frameworks, resource limitations, cultural norms, and professional practices. The elements of an educational ecosystem, which are mutually reinforcing, include lecture-based teaching, textbook alignment, hierarchical relationships and limited experiential learning, which are oriented to efficiency and standardization. Notably, such continuities also offer stability and scalability, especially in mass higher education systems. But the hegemony limits more dynamic and practice-oriented forms of curriculum transaction from being realised. This persistence thus needs to be understood to formulate effective pedagogical reforms. Overall, it is possible to think of commerce classrooms as spaces where old ways are still entrenched, although the demands to be innovative are growing. This co-existence preconditions the discussion of the interaction between emerging pedagogical innovations and the existing structures in the following sections.

Emerging Pedagogical Innovations: Global Practices

This part looks at the significant pedagogical innovations that are transforming commerce education internationally.

1. Case-Based Learning

Case-based learning (CBL) is one of the most impactful innovations in the field of commerce education. It is a creative tactic that incorporates actual or realistic business situations in which students analyze and make decisions without any predetermined answers (Singh et al., 2025).

(a) The case method is the prevailing teaching method at Harvard Business School. Students have intensive discussions of business dilemmas, learn to make analytical reasoning and decision-making under uncertainty conditions (Christensen et al., 1991; Garvin, 2003).

(b) On the same note, INSEAD (a top-ranked, global business school founded in 1957 with campuses in Dhabi, France, Singapore, and a hub in San Francisco) uses a case pedagogy that is globally oriented. The heterogeneous groups of students also introduce different cultures and professional outlooks in classroom discussions, which contribute to the enrichment of the analysis and the expansion of knowledge of international business situations.

The pedagogical value of CBL is that it is a transformation of "knowing" into "doing." The students are actively involved in problem-solving and decision-making processes, which results in the development of integrative thinking and practical judgment (Kim et al., 2006).

2. Experiential and Project-Based Learning

Experiential learning is characterized by the focus on practical exposure to real-world business issues/problems, followed by reflection and conceptualization (Lantu et al., 2022).

(a) Students at the Wharton School engage in real-time consulting projects with companies. These projects include the examination of business issues and the creation of solutions to those issues, which are actionable under the supervision of faculty members.
(b) The University of Melbourne is also adopting the approach of incorporating industry-based projects into its commerce programs. Students work with business partners, which exposes them to the practical side whilst putting into practice theoretical concepts.
(c) The Indian Institutes of Management (IIMs) use experiential learning in the form of entrepreneurship programs and exposure to industry.

The most important pedagogical insight is that learning is the process through experience and reflection, which helps students to acquire professional skills, including the ability to work in a team, communicate, and solve problems (Kolb & Kolb, 2017; Pittaway & Cope, 2007).

3. Simulation and Role-Play Methods

Pedagogy through simulation involves the development of artificial but realistic conditions in which students are able to play around with making decisions. These techniques simulate business operations, and learners can feel the impact of their actions in controlled environments. Simulation exercises have become popular in strategy and leadership training at London Business School. Students manage simulated companies, make strategic decisions and get real-time feedback as per the market dynamics. Simulations allow compressed learning cycles, where students experience multiple decision iterations within a short period. This facilitates faster learning and improves learning. The studies indicate that such strategies enhance strategic thinking, financial analysis, and adaptive problem-solving skills (Mohd Khalil et al., 2024). Nonetheless, implementation needs technological infrastructure, faculty expertise, and careful integration with course objectives.

4. Technology-Enabled Pedagogy

Curriculum transaction in commerce education has been greatly transformed by digital technologies. Blended and flipped classroom models that include content delivery online and classroom time dedicated to interaction and application have been pioneered by such institutions as the Massachusetts Institute of Technology (MIT). Coursera and edX are two platforms where universities use massive open online courses (MOOCs) as a part of formal programs. These platforms enhance exposure to quality content and enable learning to be flexible and self-paced. The current trends involve the use of AI-based personalized learning systems, which can modify content and learning rates based on individual student performance (Fu, 2025). Pedagogy is enhanced by technology to be more accessible, scalable, and personalized (Means et al., 2013). It also allows the use of data to make informed conclusions about student learning. Nonetheless, there is also a concern over equity because of digital divides and resource constraints, especially in developing contexts (Kafile, 2025).

5. Collaborative and Interactive Learning

Collaborative learning methods focus on building knowledge by interacting and working in teams. Such techniques include group discussions,

peer instruction, and team-based learning. Team learning is highly practiced in business courses at the National University of Singapore (NUS). Students engage in structured group activities, combining individual preparation with collaborative problem-solving. These methods facilitate the formation of knowledge together with others, and are in line with Social Constructivist Theory (Vygotsky et al., 1978). They also acquire the necessary professional skills in communication, teamwork and negotiation.

6. Entrepreneurship and Innovation Labs

Innovation labs and entrepreneurship are a revolutionary change in the field of commerce education. These programs make learning last beyond the classroom, where students are allowed to participate in ventures and innovation tasks.

(a) Entrepreneurship education is embedded within the Stanford University curriculum in the form of incubators and design labs. Students generate business concepts/ideas, get mentoring and participate in industry networks.
(b) Equally, IIMs and other business schools (B-schools) have incubation centres to support student-initiated projects. These programs provide resources, mentoring, and even funding for entrepreneurial ventures.

The pedagogical insight is that the curriculum extends into real-world practice, where students can incorporate various competencies in real-life situations (Neck & Greene, 2011). Nevertheless, these efforts must be institutionalized to sustain, and resources to remain effective. The above innovations are all pointers to the change in the direction of transformative pedagogical practices in commerce education. These strategies focus on engagement, application, and integration, and go beyond traditional content delivery models. These innovations are not, however, distributed equally. They are usually pooled in institutions that are well-endowed and have good industry connections and technology. They are adopted in other settings depending on the local circumstances, such as resources, faculty capacity and institutional support. Notably, these innovations do not completely displace the traditional practices. They do not replace traditional pedagogies; instead, interacting with them to give rise to hybrid patterns of curriculum transaction.

Continuities within Innovations: Hybrid Pedagogical Models

This part looks at the interaction of pedagogical continuities and innovations in commerce classrooms. Contemporary practice is not a total replacement of traditional with modern ways of doing things, but rather an amalgamation of hybrid models that exist simultaneously. These models demonstrate the way curriculum transaction develops in adaptation, integration and contextual negotiation.

1. Blended Pedagogy: Lectures + Cases + Digital Tools

The appearance of blended pedagogy, a combination of multiple teaching methods, in one course is a key feature of contemporary commerce education. Teaching, in most institutions, is a blend of delivery of content through lectures, case-based discussion, simulations, and online learning. In most instances, courses have a pattern. The background knowledge is offered in lectures or recordings, and the classroom sessions are aimed at its implementation in the

form of case analysis, group discussion, or simulation. Online learning provides asynchronous learning, assignments, and collaboration. Evaluation usually involves a combination of tests and projects. Such a pragmatic response to competing content coverage, engagement, and skill development demands is reflected in this blended approach. Lectures provide clarity and efficiency of concepts, and interactive elements encourage critical thinking and practice. Studies indicate that this kind of integration can improve the learning experience as it enables various pedagogical modalities to capitalize on their strengths (Means et al., 2013). In terms of curriculum transaction, blended pedagogy can be viewed as a restructuring of instructional processes, which allows to create more flexible and student-centred learning environments.

2. Persistence of Traditional Structures within Innovation

Although innovative practices are implemented, the traditional components are still ingrained into pedagogical practices. Even very innovative schools, colleges, and universities still have lectures, standardized syllabi, and structured evaluations as part of teaching. This continuity indicates many considerations. Lectures are effective in providing the basic knowledge within certain time constraints. Some areas, like accounting standards or regulatory systems, need to be presented in a structured and authoritative manner. Moreover, different student learning requirements also require different instructional methods. Rather than indicating resistance to change, the continued use of traditional methods indicates informed pedagogical judgment. Innovations are usually overlaid on the old structures and do not necessarily displace the old. As an illustration, case discussions can be used to support lectures, and online technologies can be used to augment, and not to replace, teaching. Institutional constraints also play a role. The existence of standardized curricula, accreditation and assessment systems influences the implementation of innovations, and in most cases, it results in the incremental (as opposed to radical) transformation (Biggs, 2003).

3. "Layered Pedagogy": Integration of Theory and Practice

Layered pedagogy is a concept that helps to comprehend the hybrid models. In this approach, different pedagogical approaches are arranged in successive and complementary levels.

(a) On the initial tier, the conceptual backgrounds are presented by lectures or online materials. The core theories, frameworks, and principles are taught and studied by students.
(b) Guided application is supported at the second level by the discussion of cases and simulations and instructor-led problem-solving. Students put concepts into practice in organized settings, where they are given feedback and assistance.
(c) In the third level, autonomous application involves projects, simulations, or experiential learning activities requiring independent integration of knowledge. Students are involved with complex problem-solving with little or no guidance (Figure 3).

This stratified hierarchy conforms to Constructivist Theories, which focus on building on the acquisition of knowledge to application and reflection (Kolb

& Kolb, 2017). It also accommodates varying levels of student preparation, such that background knowledge is available to accommodate higher/advanced learning.

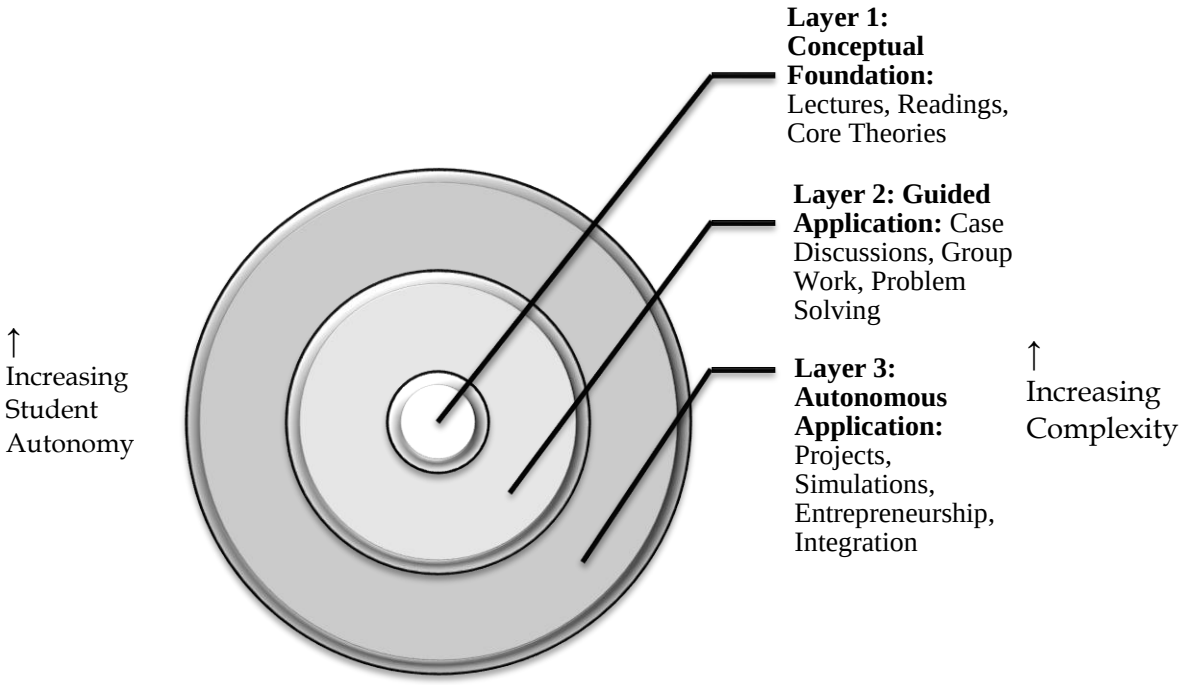

Figure 3: Layered Pedagogy Model: Integration of Traditional and Innovative Approaches

4. Key Principle: Innovation Reconfigures Rather than Replaces

The key thesis that can be drawn out of this analysis is that innovation of commerce education transaction does not substitute continuity; it reconfigures it. Conventional pedagogical components - lectures, textbooks and structured assessments - are not removed, but repositioned within broader instructional frameworks. Effective pedagogy integrates - content transmission with active application, teacher experience with student questioning, individual learning with collaborative engagement, and theoretical knowledge with practical experience. This view questions dichotomous differences between the traditional and innovative pedagogy. Rather, it emphasizes the relevance of strategic integration where multiple approaches are used depending on the learning objectives and contextual conditions. Emerging pedagogical innovations have similar features, viz., authenticity, student-centredness, competency integration, learning based on feedback and professional relevance. These characteristics make them stand out from the purely traditional approaches but complement the current practices.

5. Synthesis: Hybridization as the New Norm

Hybrid pedagogical models are practical and adaptive answers to the intricacies of commerce education. They are a reflection of the truths about the curriculum transaction process, when teachers strike a balance among innovation

and the challenges of resources, institutions, and the needs of different students. The success of these models hinges on the alignment of pedagogy, assessment, and institutional support. In the absence of this congruence, innovations may be shallow or fragmented. On the contrary, hybrid strategies, when effectively combined, can not only boost the learning outcomes but also enhance the professional relevance. To conclude, the modern-day commerce classrooms can be perceived as the place of pedagogical hybridity in which continuity and innovativeness are in a dynamic relationship. This hybridism offers a viable route to the realization of the pedagogical change and the stability of large-scale education systems.

Challenges in Pedagogical Transformation

This part looks at the key issues that limit the embracement and successful application of novel pedagogies in commerce education. Although the above sections point to the emergent innovations, diffusion is not even, as there are structural, institutional, and contextual constraints that limit the process. These challenges work at various levels and have a significant influence on the nature of curriculum transaction.

1. **Institutional Constraints**

The institutional structures become important in the process of shaping pedagogical practices. Curriculum rigidity in most higher education systems constrains the flexibility for innovation. The influence of prescribed syllabi, accreditation demands, and standardized course designs limits the possibilities of faculty members to adapt teaching methods or introduce experiential elements (Onen & Ayiorwoth, 2025). The traditional pedagogy is also supported by assessment systems. The high-stakes examinations, which are usually centred on the recall and procedural knowledge, generate significant motivation towards lecture-based teaching and examination-oriented preparation (Gibbs & Simpson, 2004). Consequently, innovative practices, such as case-based learning or project work, tend to stay marginal unless the assessment systems are redesigned. Pedagogical feasibility is also affected by administrative policies. Large classes, inflexible schedules, and excessive teaching workloads for faculty members are deterrents to interactive and practice-based methods. The extravagance of resources, especially in institutions that are underfunded, acts as an additional barrier to the use of technology-enabled and experience-based pedagogies (Ali, 2025).

2. **Preparedness and Professional Development of Faculty**

Faculty readiness is crucial to the success of pedagogical transformation. Many commerce teachers are not trained in the pedagogical field, as academic careers often emphasize disciplinary knowledge and research rather than teaching competence (Arbaugh et al., 2009). Development of innovative teaching methods demands specific skills, such as case facilitation, simulation design, project supervision, and integration of technology. Such competencies cannot be acquired overnight and demand continuous professional growth (Abildinova et al., 2024). Faculty development is, however, not often supported by some institutions. Where there are professional development programs, they can be more technical than pedagogical. In addition, incentive systems like promotion

policies that focus on research results reduce the motivation to invest time in pedagogical innovation (Iwu et al., 2025). Another factor that creates an imbalance in the use of innovative practices is resistance to change, time constraints, and a lack of peer support (Henderson et al., 2011). Consequently, in most contexts, curriculum transmission still takes traditional approaches.

3. Resource and Access Limitations

Pedagogical innovation can be a heavy burden in terms of resources, necessitating technological support, industrial linkages and favorable learning environments. In many institutions, especially in developing regions, these resources are limited. Pedagogy that is enhanced with technology requires access to a stable internet connection, software, and technical support. In a society where the infrastructure is poor, digital integration remains constrained (Means et al., 2013; Xabadiya et al., 2025). On the same note, experiential learning needs industry partnerships, such as internship opportunities, consulting, and guest lectureships. The institutions in areas with low levels of industrial ecosystems are at a disadvantage when trying to create such alliances (Naskar, 2025). Lack of access to case study databases, poor library facilities and lack of physical space in collaborative learning are other important limitations.

4. Contextual Inequalities: Global South vs. Global North

Global inequalities between institutions in the Global North and the Global South are also determinants of pedagogical transformation. The well-endowed institutions usually possess superior infrastructure, large industry networks, and robust financial resources that can be used to implement the new pedagogies (Altbach et al., 2009). On the contrary, Global South institutions have several structural limitations, such as a lack of funds, infrastructural deficits, and excessive teaching workloads. Issues like unstable power supply, insufficient internet connectivity and access to learning resources are barriers to the implementation of technology-enabled and experiential methods (Kafile, 2025). These disparities are not just material, but also cultural and epistemic disparities. The pedagogical models developed in Western settings might not necessarily fit the local education and the expectations of students. For instance, such approaches, which focus on open discussion, can be incompatible with hierarchical classroom practices (Chen, 2025). Consequently, pedagogical innovation should be properly adapted to a situation, not simply directly transplanted, to make it relevant and practical to a wide range of educational environments.

5. Student Readiness and Resistance

Pedagogical transformation is also affected by factors that relate to students. Students joining commerce programs have been used to rote-learning and examination-oriented systems and are, therefore, used to this system, and it is difficult to transition to active and participatory learning. Students can have trouble adjusting to collaborative work, self-directed, and open-ended problem-solving. Others might view new methods as either more challenging or less predictable in evaluation outcomes (Hu et al., 2024). Engagement can also be curtailed by performance anxiety and concerns about fairness in grading. Respect for authority and preference for structured instruction are also cultural factors

that might discourage engagement in interactive learning environments (Chen, 2025). Unless proficiently scaffolded, guided, and aligned with assessment systems, the transition to learner-centred pedagogy might fail to meet its desired outcomes.

6. **Systemic Complexity of Pedagogical Change**

The systemic interconnectedness of the educational processes is a basic issue in the change of pedagogy. The assessment systems, organization of curriculum, institutional policies, faculty incentives, and student expectations are strictly connected with teaching techniques. When pedagogical changes are made without such interrelated aspects, the tensions tend to emerge. An example is the case of introducing case-based learning without changing examination systems, which adds workload and creates misalignment. On the same note, the implementation of experiential learning without the decline in the number of classes or offering industry connection curtails efficiency. Radical change, thus, is an integrated process that needs to be coordinated across multiple levels, such as curriculum design, assessment reform, faculty development, and institutional policy. It is this complexity that renders pedagogical transformation a process that is gradual and context-dependent.

The above challenges show that the issue of pedagogical transformation in commerce education is not solely a technical problem but a multi-level systemic process. Student readiness, faculty preparedness, resource constraints, contextual inequalities, institutional rigidity, etc., influence the innovation possibilities. Notably, these issues are interrelated. Faculty practices are affected by institutional constraints and, subsequently, student engagement. Resource constraints overlap with the contextual inequalities, which determine access to innovation. These challenges, therefore, necessitate a multifaceted and interconnected response, which encompasses policy reform, capacity building, and response to the contextual adaptation. Meanwhile, limitations can be an innovation driver, prompting faculty members to create context-sensitive and resource-efficient pedagogical plans. Hybrid models, mentioned above, can become a solution to such limitations in a pragmatic way.

Implications for Commerce Education

In this section, the main conclusions regarding the study of the continuities of pedagogy, innovations, and hybrid models in the field of commerce education are presented. The results indicate that a significant change needs to be systemic to align curriculum design, faculty development, institutional policy, and assessment practices. Isolated innovations are not effective unless they are backed by consistent structural transformation.

1. **Curriculum Design: Integrating Pedagogy and Content**

The curriculum design should go beyond specifying content to include pedagogical enactment. In most contexts, advanced learning outcomes, which are critical thinking and problem-solving, are expressed in curricula but not matched by effective teaching practices. Such a mismatch undermines the curriculum transaction and curtails the realization of desired competencies. In response to this, the curriculum design must take a constructive alignment strategy, which implies that there must be coherence among the learning

objectives, teaching-learning activities and assessment procedures (Biggs, 2003). Methods of pedagogy must be aligned with specific learning outcomes, such as lectures on basic knowledge, case-based decision-making, and projects for integrative learning. Also, the curricula must be shifted towards integration, rather than fragmentation. Programs should adopt interdisciplinary and problem-based design, as opposed to discipline-based design, which is typically organized around disciplines (accounting, finance, marketing, etc). This allows the students to work on real business issues and learn how various fields are interconnected.

2. **Faculty Development: Pedagogical Training and Continuous Learning**

Faculty abilities and professional growth are key to the success of pedagogical reform. Many faculty members are not trained in innovative pedagogy, which requires systematized and sustained capacity-building efforts. Institutions ought to invest in holistic faculty development programs that encompass initial training programs, continuous professional learning and reflective practice. Such programs must concentrate on particular pedagogical skills like case facilitation, simulation design, project-based learning, and technology integration. Besides, collaborative learning among faculty members can be facilitated through the development of communities of practice where they can share their experiences and feedback with their peers. Pedagogical capacity is further enhanced by mentorship models, which involve guiding other educators by more experienced teachers. Sustained improvement needs institutional support in the form of the provision of resources and organized collaborative time. Notably, teaching excellence should be rewarded in the form of incentives. Pedagogical innovation should be rewarded in promotion criteria, awards and funding opportunities. In the absence of this recognition, faculty involvement in teaching reform is likely to be minimal.

3. **Institutional Policy: Creating Enabling Conditions**

Institutional governance structures and institutional policies that are supportive of pedagogical change are necessary. Rigid structures tend to limit innovation even in cases where faculty members are open to experimenting. Institutions are encouraged to create enabling conditions where the institutions should be flexible in course design, teaching and assessment strategies. This involves decentralizing some decision-making activities and promoting interdisciplinary cooperation. In this context, the specific policy interventions would be - ensuring manageable class sizes to make the learning interactive, providing technology infrastructure and technical support, flexibility in assessment other than standardized tests, nurturing industry alliances for experiential learning, and investing time and resources in course redesign and innovation. Institutional leadership is also important in the creation of a culture of innovation and reflective practice, where the pedagogical reforms are supported and expanded across programs.

4. **Assessment Reform: Moving Beyond Rote-Based Evaluation**

The key to pedagogical change is assessment reform. Conventional systems of examination are content-based - lock-in teaching by lecture and memorization-oriented learning. Innovative pedagogies cannot make their

intended impact without reforms. The evaluation systems must thus be changed to authentic and competency-based assessments. This includes, (i) assessments in the form of projects, presentations, and simulations, (ii) cumulative learning reflected in portfolio-based assessment, (iii) peer and self-assessment to develop evaluative judgment, (iv) integration of employer views in professional readiness assessment. Moreover, formative assessment might be used to improve the learning process through the provision of continuous feedback and improvement opportunities. These methods bring about convergence of assessment with learner-centred pedagogy and facilitate more profound involvement.

The above implications point to the need for systemically aligned commerce education. Curriculum design, pedagogy, assessment, and institutional policy are closely intertwined, and successful reform involves concerted efforts in all these areas. In terms of curriculum transaction, it is necessary to move towards an integrated model of education, where teaching practice, learning activities and evaluation systems work in synergy. This kind of alignment makes sure that the innovations in pedagogy are not one-off solutions but rather a consistent approach to improving the learning process.

CONCLUSIONS AND RECOMMENDATIONS

This section reiterates the key argument, emphasizes the contribution of the analytical framework, and identifies areas for future studies.

Key Finding: Coexistence of Continuity and Innovation

This paper investigated the pedagogical practices in commerce education using the analytical methodology of curriculum transaction. The discussion shows that there is a definite and stable trend: the modern-day commerce classrooms are characterized by the presence of both pedagogical continuity and innovations. The conventional methods used, including lecturing, textbooks, examination-based grading, and teacher-based control and power, still offer structural stability and scalability. Simultaneously, new forms of engagement and application are represented by new practices such as case-based learning, projects, simulations, technology-enabled pedagogy, and entrepreneurship programs. Instead of being inconsistent or an unfinished reform, this coexistence is an indicator of a process where innovation reconfigures continuity. Hybrid and layered pedagogical models combine several strategies, which allow institutions to create a balance between efficiency and effectiveness, and between tradition and transformation.

Curriculum Transaction as the Site of Transformation

One of the core ideas of this paper is that it is not the level of curriculum design that can substantially change commerce education, but the area of curriculum transaction. Curriculum transaction moves the focus of policy prescriptions to classroom realities, focusing on the ways teaching and learning occur in dynamic interaction among faculty members, students and institutional contexts. This viewpoint points out the idea that curriculum is not merely applied, but rather is an interpretation, negotiation, and construction in practice. The relations between intended and enacted curriculum are mediated by teacher agency, student engagement, and contextual conditions. Consequently,

curriculum transaction turns out to be the operational core of educational transformation, a process that mediates between the policy dreams and lived learning experiences.

Contribution: An Integrative Framework for Pedagogical Change

The research adds to the literature by establishing an integrative approach to the comprehension of pedagogical practices in commerce education. The paper presents a subtle description of the development of teaching practices through the lens of a Traditional-Transitional-Transformative spectrum of conceptualizing pedagogy and the introduction of the concept of layered and hybrid pedagogies. This framework is a combination of the knowledge of multiple domains, such as curriculum studies, educational psychology, professional education, and institutional analysis. It transcends the simplistic dichotomies of traditional and innovative pedagogy and underscores the complexity, adaptivity, and contextual specificity of pedagogical change. Notably, the framework acknowledges the fact that pedagogical practices are influenced by both enabling and limiting factors. It thus offers a practical foundation on which to analyze and lead the educational reform.

Implications for Practice and Policy

Practically speaking, the results emphasize the role of systemic alignment in curriculum design, pedagogy, assessment, and institutional policy. Without the accompanying reforms in assessment systems, faculty development, and organization, pedagogical innovation cannot be sustained. Strategic pragmatism is important to practitioners. The use of hybrid pedagogical models, which integrate traditional and innovative approaches, can be regarded as effective and context-sensitive solutions. To policymakers and institutional leaders, the discussion highlights the importance of not trying to make false dichotomies and of working on structural conditions, including resource allocation, assessment reform, and faculty incentives, which influence pedagogical possibilities. It is also important that equity and context are taken into account, especially concerning institutions that are resource-constrained. Pedagogical innovation must be an inclusive and flexible one that does not strengthen the existing inequalities.

Future Research Directions

This research points out that there are various avenues/areas need to be explored in future research:

(a) Empirical classroom-based research needs to be conducted that explores the micro-levels of curriculum transaction. Classroom observation, interviews and reflective narratives are some of the methods that can be used to gather more information about the enactment and experience of pedagogical practices.
(b) The research to be conducted in the future ought to be devoted to student learning outcomes, i.e., the acquisition of professional competencies, critical thinking and employability. Comparative and longitudinal studies may be used to evaluate the usefulness of various pedagogical methods in various contexts.
(c) Other possible research avenues are the implementation processes, cross-culturalization of pedagogies, and how teacher agency influences curriculum

transaction. This type of research will enhance the evidence base on pedagogical reform in the field of commerce education.

Commerce education is at a very critical juncture influenced by the global economic transformation, technological change, and evolving workforce expectations. To equip graduates to work in this environment, it is necessary not only to reform the curriculum but also to rethink the pedagogical practice. The way ahead does not involve wholesale substitution of traditional practices or blindly following innovation. Rather, it involves a careful combination of varied pedagogical methods aided by systematic institutional transformation and long-term teacher training. Above all, change relies on the understanding that curriculum transaction, the active process by which curricula get lived educational experiences, is the real point of change. As much as policy frameworks give direction, classroom interaction is what ultimately defines the educational outcomes. Through foregrounding of curriculum transaction and focus on the interaction between continuity and innovation, this research project offers a grounded and context-sensitive basis for advancing the pedagogical reform in commerce education.

FURTHER STUDY

This research still has limitations so further research on this topic is still needed "Transacting the Commerce Curriculum: Continuities, Innovations, and Pedagogical Practices in Contemporary Classrooms".

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